Kindergarten – Crosswalk (Summary of Revisions): 2016 *Mathematics Standards of Learning and Curriculum Framework*

Additions (2016 SOL)	Deletions from Kindergarten (2009 SOL)
• K.2b – Order up to three sets from least to greatest and greatest to least • K.3c – Identify the number after, without counting, when given any number between 0 and 100; identify the number before, without counting, when given any number between 1 and 10 • K.4 – Recognize and describe with fluency part-whole relationships for numbers up to 5; investigate and describe part-whole relationships for numbers to 10 • K.8 – Investigate the passage of time by reading and interpreting a calendar (months of the year, days of the week, etc.) [Moved from 1.11] • K.9 – Compare volume of two containers (more, less) and compare amount of time spent on two events (longer, shorter)	• K.3 – Indicate ordinal position of objects [Moved to 1.3] • K.4c – Count by fives [Included in 1.1d] • K.7 – Value of a collection of pennies or nickels [Included in 1.8] • K.8 – Identify measurement instruments [Each instrument moved to the standard where content is first taught (i.e., ruler – 2.8 EKS; scale – 1.10 EKS; clock – 1.9 EKS; thermometer – 2.11 EKS)] • K.9 – Tell time to the hour [Included in 1.9a] • K.10 – Use of non-standard units to measure [Included in 1.10] • K.13 – Tally to collect data [Included in 1.12a]
Parameter Changes/Clarifications (2016 SOL)	Moves within Kindergarten (2009 SOL to 2016 SOL)
• K.1a – Tell how many are in a given set increased from 15 to 20 • K.1b – Read, write, and represent numbers increased from 15 to 20 • K.2 EKS – Compare and order three or fewer sets, each set containing 10 or fewer concrete objects, from least to greatest and greatest to least • K.3 EKS – Count forward orally by tens, starting at 0, to determine the total number of objects to 100 • K.5 – Investigate fractions by representing and solving practical problems involving equal shares with two sharers • K.6 – Model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects • K.11 EKS – Data points collected by students should be limited to 16 or fewer with no more than four categories represented • K.12 EKS – Identify attributes of an object such as color, size, shape, thickness [Moved from US] • K.13 – Transfer a repeating pattern from one representation to another	• K.1 – [Moved to K.2] • K.2 – [Moved to K.1] • K.4 – [Moved to K.3] • K.10 – [Moved to K.9] • K.11ab – [Moved to K.10ab] • K.12 – [Moved to K.10c] • K.13 – [Moved to K.11a] • K.14 – [Moved to K.11b] • K.15 – [Moved to K.12] • K.16 – [Moved to K.13]

EKS = Essential Knowledge and Skills, referring to the column on the right side of the Curriculum Framework
US = Understanding the Standard, referring to the column on the left side of the Curriculum Framework

Comparison of Mathematics Standards of Learning – 2009 to 2016

2009	2016
Number and Number Sense	
	K.1 The student will a) tell how many are in a given set of 20 or fewer objects by counting orally; and b) read, write, and represent numbers from 0 through 20.
K.1 The student, given two sets, each containing 10 or fewer concrete objects, will identify and describe one set as having more, fewer, or the same number of members as the other set, using the concept of one-to-one correspondence.	K.2 The student, given no more than three sets, each set containing 10 or fewer concrete objects, will a) compare and describe one set as having more, fewer, or the same number of objects as the other set(s); and b) compare and order the sets from least to greatest and greatest to least.
K.2 The student, given a set containing 15 or fewer concrete objects, will a) tell how many are in the set by counting the number of objects orally; b) write the numeral to tell how many are in the set; and c) select the corresponding numeral from a given set of numerals. [Select numeral moved to EKS] [Moved to K.1]	
K.3 The student, given an ordered set of ten objects and/or pictures, will indicate the ordinal position of each object, first through tenth, and the ordered position of each object. [Moved to 1.3]	
K.4 The student will a) count forward to 100 and backward from 10; b) identify one more than a number and one less than a number; and c) count by fives and tens to 100. [Count by fives included in 1.1d]	K.3 The student will a) count forward orally by ones from 0 to 100; b) count backward orally by ones when given any number between 1 and 10; c) identify the number after, without counting, when given any number between 0 and 100 and identify the number before, without counting, when given any number between 1 and 10; and d) count forward by tens to determine the total number of objects to 100.
	K.4 The student will a) recognize and describe with fluency part-whole relationships for numbers up to 5; and b) investigate and describe part-whole relationships for numbers up to 10.

2009	2016
Number and Number Sense	
K.5 The student will identify the parts of a set and/or region that represent fractions for halves and fourths.	K.5 The student will investigate fractions by representing and solving practical problems involving equal sharing with two sharers.
Computation and Estimation	
K.6 The student will model adding and subtracting whole numbers, using up to 10 concrete objects.	K.6 The student will model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects.
Measurement and Geometry	
K.7 The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less. [Value of a collection included in 1.8]	K.7 The student will recognize the attributes of a penny, nickel, dime, and quarter and identify the number of pennies equivalent to a nickel, a dime, and a quarter.
K.8 The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer). [Moved each measurement instrument to grade and standard where the content is first taught (i.e., ruler – 2.8 EKS; scale – 2.8 EKS ; clock – 1.9 EKS; thermometer – 2.11 EKS)]	
	K.8 The student will investigate the passage of time by reading and interpreting a calendar. [Moved from 1.11]
K.9 The student will tell time to the hour, using analog and digital clocks. [Time to hour included in 1.9a]	
K.10 The student will compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (longer, shorter), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, and block. [Use of non-standard units included in 1.10]	K.9 The student will compare two objects or events, using direct comparisons, according to one or more of the following attributes: length (longer, shorter), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder), volume (more, less), and time (longer, shorter).
K.11 The student will a) identify, describe, and trace plane geometric figures (circle, triangle, square, and rectangle); and b) compare the size (larger, smaller) and shape of plane geometric figures (circle, triangle, square, and rectangle).	K.10 The student will a) identify and describe plane figures (circle, triangle, square, and rectangle); b) compare the size (smaller, larger) and shape of plane figures (circle, triangle, square, and rectangle); and c) describe the location of one object relative to another (above, below, next to) and identify representations of plane figures (circle, triangle, square, and rectangle) regardless of their positions and orientations in space. [Moved from K.12]

2009	2016
Measurement and Geometry	
K.12 The student will describe the location of one object relative to another (above, below, next to) and identify representations of plane geometric figures (circle, triangle, square, and rectangle) regardless of their positions and orientations in space. [Moved to K.10c]	

2009	2016
Probability and Statistics	
K.13 The student will gather data by counting and tallying. [Tallying included in 1.14a]	K.11 The student will a) collect, organize, and represent data; and b) read and interpret data in object graphs, picture graphs, and tables. [Moved from K.14]
K.14 The student will display gathered data in object graphs, picture graphs, and tables, and will answer questions related to the data. [Moved to K.11b]	
Patterns, Functions, and Algebra	
K.15 The student will sort and classify objects according to attributes.	K.12 The student will sort and classify objects according to one attribute.
K.16 The student will identify, describe, and extend repeating patterns.	K.13 The student will identify, describe, extend, create, and transfer repeating patterns.